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ABSTRACT

This book presents various aspects and considerations of gender equity in classroom teaching through conversations with and observations of eight teachers. It highlights the differences between teachers' beliefs and practices, shows how educational institutions contribute to the formation or development of those beliefs and practices, and describes how individual teachers within those institutions can and do combat the inequities resulting from gender socialization. Chapter 1 introduces the concept of gender equity as a broader societal issue as well as one that pertains to schooling. Chapter 2 briefly discusses the history of the development of gender roles and looks at the influence of gender role stratification on males and females in earlier and current schools. Chapters 3, 4, and 5 combine the information from research, teacher discussions, and class observations to the discussion of gender equity in teaching. Topics in these chapters cover: (1) school curriculum and instructional materials as gender equity issues; (2) two specific methods employed by several of the teachers in their pursuit of gender equity in their classrooms; (3) the pertinent research as well as the practices of five of the teachers that relate to gender equity and teacher-initiated interactions with students; and (4) the development of a personal analysis of the best means to interpret and understand gender equity teaching practices in classrooms. The appendix provides the interview protocols. Chapters references are included as well as an index. (GLR)

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